



Children's Voice

Waukesha County's Children with Special Needs Program

Monthly Newsletter

August, 2022

11 Back-to-School Tips for Parents of Disabled Children

By: Lisa Jo Rudy

Back-to-school time is always a project. You may have clothes to buy or various backpacks and lunchboxes to choose (from the thousands of options available), and books, pencils, and colored pencils to round up. There may also be some additional things you'll need to consider if your child needs accommodations or is in a special education program.

Chances are, you've received some information about your child's schedule and realized that at least some of the preferences and needs you mentioned at your child's last IEP or 504 meeting have not been addressed. Your child's needs may also have changed over the summer, and you may need to communicate more with staff before the school year starts.

Your child might be unusually anxious about returning to school, especially if they are returning to a different school, classroom, or teacher. You might as well, especially if you've never met your child's new teacher and know they are going to need information about your child. Communicating that info to them will make life much easier for you, the teacher, and your child.

If that sounds like your situation (or you're thinking "it's MUCH worse than that!"), some of these back-to-school tips may be helpful.

1. Be Sure Agreed-Upon Accommodations Are in Place

You sat down with your child's guidance counselor, case manager, teacher, and therapists in May. You went through your child's entire IEP. You discussed options and possibilities, and came to an agreement. You reviewed and signed the IEP (or 504). Now, you might assume, everything described in the IEP will be put in place and will be set up for your child when they arrive for their first day of school.

But of course, assumptions can be wrong.

Before heading back to school, check in with your child's team, case manager, or guidance counselor. Double check on critical accommodations, and be sure that any agreed-upon supports are ready to go. If there are issues, it's better to know about them in advance, and there's a good chance that small problems can be addressed before your child steps foot in school.

2. Connect Personally With Your Child's Teacher and Therapists

You are your child's best advocate and support, but if your child's teachers and therapists don't know you, they're less likely to reach out for ideas and help. If you can, set up a time to come to school

before the doors open to meet and communicate with your child's staff. Provide them with a little information about your child's particular strengths and challenges, but be careful not to overload school staff just as they're getting ready for the start of the year.

Most importantly, let everyone know that you are available to talk, willing to consider options, and eager to be included in your child's educational experience. Hand out your email address or phone number so you can be easily reached, and ask about the best way to connect with them.

3. Establish an Easy, Reliable Communication Checklist

Even after you've given everyone a warm assurance that you're available and easy to work with, there is a good chance you won't hear a peep from anyone at your child's school until report card time (unless there's a serious problem to address). But of course, you want to know how things are going, so you can talk with your child about the day and also so you can address issues before they become a real problem. The easiest way to do this is to provide a quick checklist in a binder that goes back and forth every day. Ask quick yes/no or short-answer questions that the teacher or aide can answer while your child gets ready to go home. For example:

- ✧ Malik ate their lunch: Yes/No
- ✧ Foluke earned stickers for good behavior in _____
- ✧ Se Hui had trouble with _____

4. Provide Tools to Help Teachers and Staff to Help Your Child

You are more knowledgeable about how to best help your child stay calm and focused, manage difficult transitions, or interact with peers.

You may have created a terrific social story that helps your child remember to count to ten before exploding. Or last year's teacher may have designed a great visual schedule to help your child prepare for transitions.

Your child's occupational therapist may have found the perfect sensory toy to help your child stay focused in class. Or last year's aide may have come up with some phrases or ideas that helped your child say "yes" to social interactions.

Don't assume that anyone from last year has shared anything with this year's group. Instead, be proactive and do it yourself!

11 Back-to-School Tips for Parents of Disabled Children (Continued from Page 1)

5. Get and Preview Transportation Information Ahead of Time

How will your child get to school? When and how will they catch the van or bus? Who is driving? What's the route? How long does the trip take? Where do they catch transportation to get home? When does the bus or van arrive, and where will you pick your child up? All of these questions should be answered before the first day of school. It's often helpful to connect with the person or people who will be driving your child, so you can provide them with any important information they need concerning your child's needs.

6. Collect Information About Extracurricular Options and Events

Your child may have trouble remembering announcements or sharing information about extracurricular activities or special school events. But often these non-academic programs are the best place for your child to explore strengths, meet friends, and start to enjoy the school experience. It may be up to you to get on the right lists, pick up fliers and brochures, check bulletin boards, and make connections on your child's behalf.

You may even be able to enroll your child in an appropriate after-school activity that they are open to participating in before the school year begins.

7. Prep Your Child's New Clothes, Shoes, and Other Items

Many neurodivergent children have a tough time saying goodbye to old items and an equally hard time getting used to new things. Clothes and shoes can create sensory issues, and emotional attachments can be hard to break. As early as possible (at least a few weeks before school starts), begin the process of sorting through older items and buying any necessary clothes and backpacks for the upcoming school year.

If possible, ask your child's help in deciding when something is too small, "babyish," or not "in style," and get them involved with the sorting and buying processes. Remove too-small clothes from your child's drawers so they won't be tempted to wear them. Help your child to break in new clothes well before the start of school.

8. Create a "New School Year" Calendar and Schedule for Your Child

Most people are less anxious when they know what to expect; disabled children are no exception. In fact, many neurodivergent children really need schedules to lower anxiety and prepare for transitions. While some schools do provide such schedules to kids, many don't (or do so verbally, which is little help!). Depending on your child's age and ability, you'll need to create daily schedules and calendars to help your child acclimate to the new year and look ahead to events, vacations, etc.

9. Help Your Child Preview the New Year

The more your child knows about what's coming next, the better they'll be able to handle their anxiety. If you possibly can, ask your child's teacher for a few minutes before school starts when they can meet with your child, show them where they'll be sitting, explain where they'll put their coat and lunch, and so forth.

Help your child to articulate any questions they may have (Will school be hard for me? Will I get to go to recess?). Your child's teacher should have a class list; you may want to preview it with your child and point out the names of friends. If you see children on the list who have caused issues for your child in the past, you may want to talk with the teacher about this (outside of your child's hearing/understanding).

10. Preview Your Child's Academic Program

What will your child be learning this year? Take a look at your school's curriculum (it should be online) or ask school officials to share the syllabus. Be sure you're informed, so that you can support your child as needed. If you're concerned that certain aspects of the curriculum seem challenging, check in with your team to find out how they intend to accommodate your child's learning needs. Now is the right time to touch base on these issues.

11. Address Potential Challenges Ahead of Time

If your child is moving from school to school, or from elementary to middle school, they may have a number of new challenges to handle. The more you know about these challenges, the better able you'll be to help them before a problem arises. Here are just a few of the challenges you might want to tackle in summer rather than waiting for the school year to start:

- ⊗ **Locks and lockers:** Some kids with disabilities have a tough time with typical padlocks. Instead of using the school's typical "turn to the right and left" locks, consider purchasing a lock that uses rolling numbers or buttons. These are usually easier to manipulate. Alternatively, ask the school if your child can use an unlocked cubby rather than a locker (for non-valuable items).
- ⊗ **Gym clothes and lockers:** Some schools require kids to keep special gym clothes in lockers at school. If this is the case, be sure your child can manage the locks, tie the sneakers, and otherwise manage their gym things. If necessary, consider providing your child with their own lock, Velcro sneakers, and pull on gym shorts.
- ⊗ **Computer-based assignments:** These days, teachers tend to provide homework assignments, texts, and even grades via computer. They may use school-oriented software or something like Google Drive to communicate with students. Your student may have a hard time knowing exactly how to access a password, get online, and save their work. If your child is old enough for this type of challenge, you'll need to familiarize yourself with the system in order to help them.

How to Prepare Your Child with Special Needs for the Back-to-School Transition

By: Anna Stewart

"There's a sale on school supplies," I told my then 11-year-old son. "Let's go. You can pick out all your own binders and folders."

"Mom, you are *ruining* summer," he wailed. "I don't want to think about school. I *hate* school!"

This was not news to me. He struggled with ADHD and school demanded he be - and do - all the things that were so hard for him. They needed him to be organized, on-task, get work done, and be nice about it.

Summer was both a relief and a challenge. He loved not being in school, but that meant he was with me most of the time. In some ways, I was ready for him to be back in school, have a routine, and - let me be honest here - not be with me all day. But I knew we wouldn't get there without some planning, discussion, and clear expectations.

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How to Prepare Your Child with Special Needs for the Back-to-School Transition (Continued from Page 2)

When Your Child Has a “Bad Reputation” at School

An issue for many parents and kids is how to make this year better when last year was defined by misbehavior, hating school, and sleepless nights (for both of you).

My son had a bad reputation in school. He appeared defiant, refused to do work in class, rarely did homework, and was constantly moving and chattering. The teachers knew he was bright, which made it even worse for him, as they thought he should be able to control himself. But he wouldn't - and sometimes simply couldn't.

He was the “bad kid” in class. The teachers watched him closely and quickly got on his case, even if everyone else was engaged in the same disruptive activity. As a result, much of his limited energy for school was spent reducing the teachers' stress about having him in their class.

It took a multi-tiered approach to start the new school year off well. Over the years, I learned to focus on what I could control. There are some things, such as how a teacher relates to your child, that are really out of your control as a parent. But you can help your child reduce his or her anxiety and stress. You can cultivate potential allies at school, teach them some ways to control their behavior, and show them how to deal with conflict when it arises.

How to Set Your Child up for Success This Year

Setting your child up for success includes identifying what sets him off, like unexpected transitions, sensory triggers, work he perceives as being too hard (or sometimes too easy), desk mates that kick chairs, and needing to move around but not being allowed to do so. Also identify what keeps your child on track. This might include knowing the environment and people he interacts with daily, and making sure the school understands your child's diagnosis and/or learning needs.

Here's how you can get the information that you need to make this coming school year successful.

1. Collect Data

School teams gather data and part of their functional behavior analysis. And you should too. You can take notes on your child and then share the data with the teachers. Write down your child's triggers and what strategies work for her. Include time of day, current activity, preceding activity, and when she ate, exercised, and slept. During the school year, add information about how homework goes. You may need this data to negotiate fewer (or alternative) homework assignments. Having specific and measurable data gives parents and students more control, because they have the facts of the situation, and aren't just relying on emotions. “He cries for two minutes before leaving the house in the morning” is much more informative than “He melts down all the time!”

2. Interpret Data

If your child is old enough, share some of this data with him. Teens can actually collect data on themselves, which is proving to be a powerful tool for changing behaviors. Talk about what behavior they think most interferes with their school and home lives and have your child come up with a short list of proposed solutions. For instance, if they can't get up for school and are chronically late and chronically grumpy (and you have data to show that it is three out of five days a week) then going to bed earlier or taking a limited nap after school are reasonable solutions. If their moods are worsened by missing a meal, then a protein shake instead of skipping breakfast is a reasonable solution. Have your child propose the potential solutions and support the reasonable ones.

3. Develop Goals

Children are usually not able to take the long-term view and see that learning their multiplication tables will help them achieve their future goals. It falls on us as parents to persistently and consistently link the school day to their future. I know I have misused this link in the past and used it to shame my son, and say things like “You won't ever make it if you can't do your homework.” Not only is this not true, it's not helpful. Instead, I have learned to say things like, “Wow, I'm really impressed with the persistence you showed in completing your science project. That's a skill every adult should have.”

Making the Transition to a New Grade or a New School

Making a good transition into a new school or a new grade can set a tone for the entire school year, especially for our sons and daughters who are easily triggered, get anxious, or can't control their impulses.

When planning for a good transition, I've learned that you also need to pay attention to when you need to step back and let your child figure it out on her own, and when to hold the school responsible for their part of the equation.

There are three main areas you'll want to address: (1) the school environment (building, classroom, playground, bathrooms, and getting to school); (2) the people (the teachers, principal, staff, school nurse and counselors, peers, bus driver, etc.); and (3) individual needs (stressors, accommodations, IEP, 504 plans, behavior plans, communication, etc.).

1. The School Environment

Everyone feels more comfortable when they know their way around an environment. Kids returning to a familiar school have this part down. But kids going to a new school need some support to reduce their anxiety. This will hopefully help them get and stay on track. My daughter, who had significant learning disabilities, visited the high school several times during the spring and summer before her freshman year. We visited at times when the kids were gone but some staff was still around. I did a lot of talking out loud: “Mmm, I wonder where this hall leads?” I pointed out visual cues such as signs, banners, flags, and room numbers.

Tip: Visiting a new school with your child when school is still in session is overwhelming for most any kid, especially those who are feeling anxious. If possible, visit at the end of the school year after the kids are gone.

Tip: Walk around the whole school, focusing on the building and not on the staff. Learn where the bathrooms are (and use them), find where the doors to outside are located and where the library and gym and cafeteria are too. Make a map or take a video. When you think your child is learning their way around the school building and grounds, ask them to lead you around (kind of like a scavenger hunt).

Do this as many times as needed in order for your child to get comfortable with the building. Elementary-age kids might also play on the playground throughout the summer. You may meet other families, and your son or daughter will know how to climb the jungle gym.

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How to Prepare Your Child with Special Needs for the Back-to-School Transition (Continued from Page 3)

2. The People

Getting a fresh start motivates kids to be on their best behavior, but that can be hard to do in a school where everyone already knows you. Use the before-school tour to start off positively. Check with the school to see when you might come by and introduce your child to their new teachers. Brainstorm with your child about what they might bring to their new teacher and the staff they know such as the principal, front office staff, and janitor.

Tip: For younger children, have them make or create something to bring to their new teacher on the before-school tour such as cookies, a drawing, or some flowers. Try to bring or do something that shows your child's strengths or skills. Keep it simple.

Keep the focus on having your child establish a relationship with the teacher (your job as a parent comes in the next section). If it's a new school, use the tour visits to meet as many people as possible. Consider taking a picture of them so your child can practice remembering their names and roles.

3. Individual Needs

When school started, my son had his folders ready, but he needed a lot more in place for a successful year. He had a Section 504 plan, a part of the *Americans with Disability Act* which gave him the right to certain accommodations in order to give him equal access to school. He was fortunate to attend a school where the sixth grade team talked to the seventh grade team about which student needed what accommodations. I found this wasn't the same when he transitioned to high school, so I wrote up a one-page letter that described what his diagnosis was and the accommodations that he needed.

Tip: Keep the IEP or 504 at-a-glance brief, factual, and with a bullet list which includes the accommodations - then share your one-page document with the special education teacher or 504 coordinator and ask that they share it with all the teachers (including PE and electives).

You can also do this for students who have an IEP. One student I worked with actually carried a copy of the accommodation page in his IEP to be able to show his teachers. That way, he didn't have to find the right words or worry that the teacher didn't believe him. It's a powerful way to give your tween or teen the skills to become a strong self-advocate.

Once children have some self-awareness about their diagnosis (typically fourth grade and up, but it varies from child to child), I believe they should know that they have an IEP, what it is, and why they have it. I started by showing my daughter her IEP when she was in third grade. Each year, I explained more about it. I did not talk about special needs or her disability until the end of fifth grade. I knew this language would be part of middle school, so I wanted her to be prepared.

Summer and other breaks are good times to talk about school in a casual way. Parents can talk about their own childhood summers and transitions back to school. Share what you did and did not like and invite your child to do the same. If there are concerns that feel overwhelming to your child, write up a plan that you can share with the new teachers.

Kids who struggle at school - for whatever reason - usually want to do well. They want to be liked and to do what they're asked. But they can't always make that happen, and as a parent, you can't control what happens in school. IEPs, 504s, and behavior plans are tools that your child's school uses to help him learn to control his behavior and actions so that he can learn. Using

strategies at home and at school can strengthen your child's skills. Share with the school what works with your child at home, and ask your child's teachers what works at school so you can use it at home.

It took a while, but my son did learn how to manage his behavior and get his needs met while in class. He learned he could tap his food on a wool cap to muffle the sound, and he learned that some teachers were distracted by his fidgeting, so he sat in the back of the room so he could move and they could teach. He also learned to pause and take a few breaths or count to 10 when he got impatient or frustrated.

He wasn't always successful, but he tried his best. His study skills teacher noticed his efforts and engaged him in class. She helped him organize his backpack and locker and talked to the other teachers about the skills and strengths she could see in him. That year, when the bumps came - and they did - he had an ally, and his attitude shifted. For the first time in his life, he felt like he could be successful at school... and that changed everything.

Waukesha County Environmental Education Outdoor Classroom

Expand learning to the outdoors with an environmental educational program at Retzer Nature Center! The 60-minute environmental education programs are perfect for home school groups, virtual learners, families, caregivers, scout troops, 4-H groups, and more! Programs are geared towards elementary students 4K and up. All children must be accompanied by an adult. Programs will be conducted completely outdoors, so dress for the weather. In case of inclement weather, the program will be moved to an openly ventilated location. Pre-registration is required at least 24-hours prior to the program.

Where: Retzer Nature Center, S14W28167 Madison St, Waukesha, WI

When: Wednesdays, August 10 & 24, 2022 (other dates are full as of the time of this writing)

Time: 10:00 a.m. - 11:00 a.m.

Cost: \$4 per child per class (Free for adults and young siblings ages 3 and under)

For Additional Information and to Pre-Register: https://anc.apm.activecommunities.com/waukeshacountyplu/activity/search?onlineSiteId=0&activity_select_param=2&activity_keyword=outdoor%20classroom&viewMode=list

Let's Craft! DIY Fidgets

By: classroom.synonym.com

Every kid deserves the liberty of getting to create something. Working with Play-doh can really open the imagination, but store-bought Play-doh can be colorful and tempting to eat. You can make non-toxic Play-doh at home and have let the imagination soar!

What You Need:

- ✿ 1 latex balloon
- ✿ Fillers (uncooked rice, small dried beans/lentils, flour)
- ✿ 1 small funnel
- ✿ Spoon/scoop

What You Will Do:

1. Put funnel into the neck of the balloon and scoop the filler into the funnel.
2. When the balloon is full, tie off the neck.
3. Play with your perfectly squishable fidget toy!

Preparing a Child for a COVID-19 Vaccine

We know that children can get the COVID-19 virus and spread it to others. The last variant of the virus, called the Delta variant, was more contagious in children. This means more children got sick with the Delta variant than the original virus. As of October 2021, vaccines are approved for people aged 5 years and older. Check www.cdc.gov or www.vaccines.gov for more information.

? Preparing My Child Before the Visit

It is important to talk with your child before they get their vaccine, or shot. Children may feel scared or nervous about getting the shot. Tell them what to expect. We suggest talking to younger children right before the shot. Older children may need more time to prepare.

For toddlers, you can say something like, “Today you are getting a shot to help keep you healthy. It will help keep you safe from getting sick. The shot will be a little poke that might hurt, but I will be there to help you.”

For older children, you can say something like, “In a few days we are going to the doctor to get a shot. This is called a vaccine and helps you stay healthy. It will feel like a little poke that might hurt for a few seconds. It will be over in the time you take one deep breath and let it out. Let’s practice that now.”

It can be helpful to practice what will happen the day of the shot. This can be very helpful for children with disabilities. This may reduce anxiety about getting the shot. Here are examples of things to talk to your children about before the day of the shot:

- Describe how you’ll get to the vaccine site. Say where you are going and how long it will take.
- Explain how you will check in when you arrive.
- Talk about wearing a mask the whole time.

? Preparing My Child Before the Visit - Continued

- Explain the shot process. You can say things like
 - The healthcare professional will have to touch you to give you the shot.
 - They will clean your arm or leg.
 - You will feel a small pinch.
 - You will get a band aid.
 - I will be there the whole time.
- Explain why you must wait before leaving.
-

Help your child understand why they are getting the shot. Compare it to other ways of staying safe, such as wearing a mask or social distancing. You can say something like, "You know how we have to wear masks when we go to the grocery store? This shot will keep us safe just like that."

? The Day of the Visit at the Doctor's Office or Clinic

Doctor's offices or large vaccine sites can be scary or overwhelming. Remind your child where you are going and why. It may be helpful for them to bring a favorite stuffed animal, toy, or fidget object. Plan to arrive early. Allow extra time if you have never been to this place before. Your child may tell if you are feeling rushed or overwhelmed. It is important that you stay calm to help them stay calm.

? Providing Support During the Shot

Focus on being calm. Speak slowly and softly. It may be helpful to distract your child during the shot. You can do this with a toy or activity such as:

- Singing a song
- Telling a joke
- Watching a video on your phone
- Showing them something in your bag



Providing Support During the Shot - Continued

Most children do best if they do not see the needle. Show them how to take deep breaths. It may be helpful to hold your child during the shot. Sometimes rubbing their back can help them relax. The goal is for your child to feel safe and to keep them still during the shot.

It can be helpful to provide the child with a reward to celebrate their success. Rewarding with things like like going to the park or enjoying ice cream. This can help them understand what they did was brave and the best thing to keep them safe.



After the Vaccine and Potential Side Effects

Everyone who gets the COVID-19 vaccine must wait 15-minutes at the vaccine site before leaving. This is normal to make sure they are feeling okay before leaving.

Side effects are normal with any vaccine and are a sign that the vaccine is doing its job to protect the body against the virus. Common side effects for children are the same for adults. These may include a sore arm, tiredness, headache, muscle pain, fever, chills, or upset stomach. These side effects are normal and should go away within a few days. Some people have no side effects.

Ask your child's doctor about any concerns you might have, including

- If there are any severe side effects to watch for
- Ways to treat side effects to help your child feel more comfortable
- Who to call if you think your child is having a severe reaction
- How soon the child may need a second shot or booster shot

Getting the shot is important. Getting the vaccine is the best way to stay safe from COVID-19, but there are other ways to stay healthy. Explain to your child that they still may need to wear a mask and social distance. If they need a second shot or a booster shot, put it on the calendar so you can prepare, together.



WHY THIS MATTERS

Lead is a toxic metal that can poison humans. When a child swallows or breathes in lead or lead dust, they can be poisoned – and the damage can last a lifetime. Even low levels of lead adversely affects children's health including their mental, physical, cognitive, and social development. Lead poisoning is 100% preventable.¹

WHAT THE RESEARCH SAYS

Lead exposure damages a child's developing brain, kidneys, and nervous system. It can cause learning disabilities, behavior problems, seizures, and in extreme cases, death. Lead is particularly dangerous to children under the age of six because their growing bodies absorb more lead than adults, and their developing brains and nervous systems are more sensitive to lead's damaging effects.

Lead poisoning is an Adverse Childhood Experience (ACE). The more ACEs in a child's life, the worse health outcomes they have.² Many children who are lead poisoned never show any symptoms, causing it to go undetected. Undiagnosed lead poisoning can cause a child's intellectual or behavioral issues to be misunderstood, misdiagnosed, or ignored.

There is no safe blood lead level (BLL).³ BLLs in U.S. children have steadily declined since the banning of lead-based paints and leaded gasoline. Still, an estimated 4 million U.S. children live in housing that exposes them to lead.⁴ Elevated BLLs are more prevalent among children who live in housing built before 1978, in low-income households, and those from historically marginalized racial and ethnic communities.



CHILDREN CAN BE TESTED FOR LEAD POISONING USING A SIMPLE BLOOD TEST AT THEIR DOCTOR'S OFFICE.

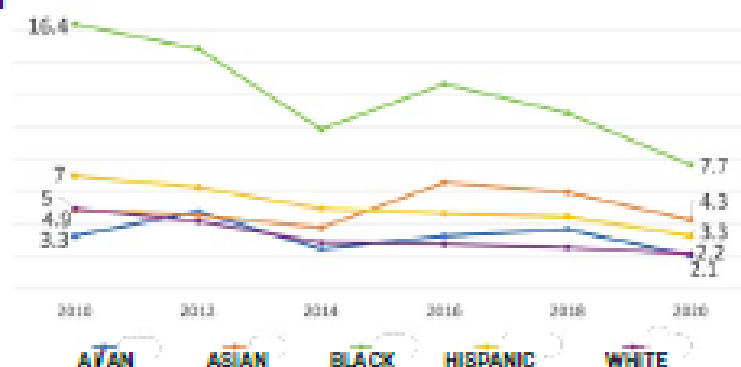
WHAT'S HAPPENING IN WISCONSIN?

Lead exposure is a problem in all 72 counties. Children are most at-risk of lead poisoning if they live in neighborhoods with older homes, lower housing values, or a higher proportion of rental properties. There are efforts to educate residents and build awareness of the dangers of lead exposure. [Lead-Safe Wisconsin](#) is a comprehensive resource for all Wisconsinites.

Homeowners and rental property owners can receive assistance from state and local programs, like [Lead-Safe Homes](#), to remove lead-based paint hazards; or [Lead Service Line Replacement](#), to minimize lead in drinking water.

While rates of lead poisoning in Wisconsin have declined over time, there are dramatic differences for children of color, especially Black children who are poisoned more than three times the rate of White children.

PERCENT OF WISCONSIN CHILDREN WITH LEAD POISONING 2010-2020 BY RACE



Source: Wisconsin Department of Health Services, [Environmental Health Data Tracker](#)



Wisconsin Office of
Children's
Mental Health

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WHERE LEAD IS FOUND

Lead exposure mainly comes from paint, soil, and water. Lead-based paint dust is the most common source of exposure in a child's environment. Homes, schools, and daycares built before 1978 can be contaminated with lead-based paints. Lead poisoning usually happens from inhalation (breathing in lead dust) or ingestion (swallowing tiny lead particles), and can occur both inside and outside a home. Lead can also pass from a mother to her unborn baby.

Children can be poisoned by lead when they⁶:

- ▶ Eat tiny paint chips that peel or flake in and around the home.
- ▶ Ingest lead-contaminated dust on toys or hands.
- ▶ Play in and ingest lead-contaminated soil.
- ▶ Track lead paint mixed with dust or soil into and throughout a home.
- ▶ Drink water from lead-based pipes.

REFERENCES:

¹ Centers for Disease Control (CDC), October 2020. Lead Poisoning is 100% Preventable. <https://www.cdc.gov/nceh/lead/prevention/infographic-lead-poisoning-preventable.htm>

² Preventing ACEs could reduce many costly health conditions. For data on ACEs and health outcomes, refer to the CDC Vital Signs: <https://www.cdc.gov/vitalsigns/aces/index.html>

³ The BLL, the amount of lead in the blood, is measured in micrograms and reported as percent 5 µg/dL or higher. In 2021, the CDC lowered the threshold from 5 to 3.5 µg/dL. We do not yet have state or national data on this lower threshold. Data included here use the threshold of 5 µg/dL and are the most recent available data.

⁴ Centers for Medicare & Medicaid Services. Early and Periodic Screening, Diagnostic, and Treatment <https://www.medicare.gov/medicaid/benefits/early-and-periodic-screening-diagnostic-and-treatment/lead-screening/index.html>

⁵ US Department of Housing and Urban Development. About Lead-Based Paint. https://www.hud.gov/program_offices/healthy_homes/healthyhomes/lead

⁶ CDC. 5 Things you can do to help lower your child's lead level. <https://www.cdc.gov/nceh/lead/docs/5things-508.pdf>

⁷ In an October 2021 study from the Health and Human Services Office of Inspector General, 99% of Medicaid-enrolled children in the states studied did not receive required blood lead level tests. <https://oig.hhs.gov/oel/reports/OEI-07-19-00371.asp>

⁸ National Center for Healthy Housing. Proactive Rental Inspections. <https://nchh.org/resources/policy/proactive-rental-inspections/>

⁹ 2015 Wisconsin Act 176 and 2017 Wisconsin Act 317

¹⁰ Statistics likely underestimate the number of children with lead poisoning as not all kids are tested, including those at the highest risk of being exposed. See Frostenson, S. (April 27, 2017). 1.2 million children in the US have lead poisoning. We're only treating half of them. Vox. <https://www.vox.com/science-and-health/2017/4/27/15424050/us-underreports-lead-poisoning-cases-main-community>

WHAT WE CAN DO

- ➔ **PARENTS/CAREGIVERS:** Lead poisoning is preventable – but also treatable, especially if detected early.⁶
 - Ask your health care provider about lead testing. Many pregnant women and children under 6 years should be tested.
 - Regular cleaning can help keep lead in your home at low levels. Consider adding a certified water filter.
 - Check and test your home for lead if you live in a home built before 1978. If you rent, check with your landlord. Use a certified lead hazard investigator. Take advantage of state and local programs that assist in paying to fix lead hazards.
- ➔ **HEALTH CARE PROVIDERS:** Not all children are tested for lead poisoning, even when required.⁷
 - Talk with parents and pregnant patients about lead poisoning.
 - Ensure children ages 0-6 receive age-appropriate lead tests.
 - Prioritize children living in high-risk areas for lead exposure.
 - Comply with federal Medicaid requirements to test all Medicaid enrolled children at 12 and 24 months.
 - Immediately connect parents of children with elevated BLLs to services to prevent further exposure and for treatment.
- ➔ **POLICYMAKERS:** No amount of lead is considered safe, yet many sources of lead can impact a child's physical and mental health. *Require Housing and Rental Safety Standards*
 - Allow municipalities to manage proactive rental inspection programs, ensuring properties meet minimum health and safety standards.⁸
 - Repeal Wisconsin law that blocks local rental licensing and certification programs, and restricts the fees collected to recoup programs costs.⁹*Strengthen Prevention Efforts*
 - Increase funding for lead poisoning prevention efforts, particularly home lead abatement programs and lead service line replacement. Target funds to those communities with the highest risk and rates of poisoning.
 - Create a grant program for in-home childcare providers, who care for a third of all infants, to remediate lead hazards in their childcare setting.*Ensure Testing Happens¹⁰*
 - Make blood lead level tests for Wisconsin children free regardless of insurance coverage.
 - Allocate funding for a statewide outreach campaign to pediatric health care providers to screen and conduct a blood lead level test on every at-risk child.



WAUKESHA COUNTY FOSTER CARE



PRESENTS

CAMP KIN

Camp Kin is a free family friendly community outreach event! Families currently participating in our kinship program and those who are not are all encouraged to attend. If you are the primary caregiver for a relative under the age of 18 you and your family don't want to miss this event!

FOOD • GAMES • CRAFTS • RAFFLE PRIZES • RESOURCES



FREE FAMILY FUN



AUGUST 17TH



3PM - 8PM

**MINOOKA PARK PICNIC AREA #3
1927 E. SUNSET DRIVE
WAUKESHA WI 53186**

PLEASE RSVP VIA THE LINK BELOW BY AUGUST 15TH

<https://www.eventbrite.com/e/waukesha-county-camp-kin-tickets-380638208127>

Learn how to become involved with the Children's Community Options Program Advisory Committee

(formerly known as the Special Services Advisory Committee)

We

Need

You

*Attend the Virtual Information Session
Thursday, September 15 from 12-1pm*

Share Your Voice!

Click [HERE](#) to
participate via Teams
Or call in: 414-435-2078

Phone Conference ID: 382 135 787#

If you're unable to attend email nbreu@waukeshacounty.gov for additional information



WI FACETS: Wisconsin Family Assistance Center for Education, Training, and Support

August Virtual Training Offerings

IEP 1: Special Education Basics

Some children may need extra help through special education. Special education is for children who have a disability. Schools must follow federal and state laws to decide if a child is eligible for special education. This module in the Individualized Education Program (IEP) Mini Modules Series covers some of the basics of special education: federal and state laws, the definition of important terms (special education, free appropriate public education, least restrictive environment, individualized education program), eligibility, and the special education timeline.

When: Tuesday, August 16, 2022

Time: 12:00 p.m. - 12:40 p.m.

For Additional Information and to Register: <https://register.gotowebinar.com/register/5350518671741590027>

IEP 2: Special Education Referral Process

When someone thinks a child may have a disability and a need for special education and related services, a referral can be made to see if the child is eligible for services. This module of the Individualized Education Program (IEP) Mini Modules Series includes: procedures related to who can make a referral, when and how to refer a child, and what happens after a referral is received by the school, IEP team members, the IEP team's jobs, and the special education timeline.

When: Tuesday, August 30, 2022

Time: 12:00 p.m. - 12:40 p.m.

For Additional Information and to Register: <https://register.gotowebinar.com/register/5126245787466618125>

Awareness and Prevention of School Based Bullying

This workshop will cover the extent of bullying and its effects on young people. We will look at our current statewide data and see what students are saying about the topic. Lastly, along with learning about Wisconsin's state statute addressing bullying and school district responsibilities regarding this law, we will cover a myriad of resources available to support your district's efforts in combatting this issue.

When: Wednesday, August 31, 2022

Time: 12:00 p.m. - 1:00 p.m.

For Additional Information and to Register: <https://register.gotowebinar.com/register/5461328553101216014>



Endless Possibilities Conference

Effective Family Engagement: Honoring Diversity for Successful Partnerships

Virtual Conference for Families and Professionals Who Support Students with Disabilities

Sponsored by WI FACETS - Wisconsin Family Assistance Center for Education, Training, and Support, Wisconsin Department of Public Instruction, UW-Whitewater, and Southern Regional Center - CYSHCN.

When: Friday, August 5, 2022

Time: 8:00 a.m. - 2:45 p.m.

For Additional Information and to Register: <https://www.uww.edu/ce/endlesspossibilitiesconference>



Waukesha County Support Groups: Over 40 Local Groups

Support groups offer a safe, confidential, and caring place to learn from and share with others who understand. Support groups offer the possibility of enhanced meaning and life satisfaction by being able to offer hope and help to others, while finding the help and support needed for self.

For Additional Information: <https://www.waukeshacounty.gov/globalassets/health--human-services/adrc/caregiver-resources/2019-support-group-list.pdf>

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Local Summer Fun!!

Milwaukee Public Museum

Free admission! Come uncover the mystery of the elusive narwhal in the special exhibition: Narwhal: Revealing an Arctic Legend!

Where: Milwaukee Public Museum, 800 W. Wells St., Milwaukee, WI

When: Thursday, August 4, 2022

Time: 10:00 a.m. - 5:00 p.m.

For Additional Information: <https://lakecountryfamilyfun.com/event/free-admission-to-milwaukee-public-museum/2022-08-04/>

Wisconsin State Fair - Save Big!

The Wisconsin State Fair makes it so easy for families to come and celebrate our state together without spending a fortune. From admission deals to free activities to food bargains, there are many ways to save so everyone can enjoy the Fair without breaking the bank.

For Additional Information: <https://milwaukee.com/summer/ways-to-save-big-at-the-wisconsin-state-fair/>

milwaukee.com/summer/ways-to-save-big-at-the-wisconsin-state-fair/

Children with Special Needs Staff:

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